



INSTITUTO UNIVERSITARIO DE INVESTIGACIÓN
EN ESTUDIOS NORTEAMERICANOS
"BENJAMIN FRANKLIN"

| | |
|---|-------------------------------------|
| Course | Advanced Spanish |
| Program | Study Abroad |
| Credits | 4.5 ECTS / 3 USA (semester credits) |
| Class hours | 45 |
| Student work hours outside the classroom | 90 |
| Office hours | By appointment |
| Requirements | High intermediate Spanish level |
| Language of instruction | Spanish |
| Type of teaching | In person |

DESCRIPTION OF THE COURSE

This course is designed for students who wish to broaden their communicative competence in Spanish. To achieve this objective, writing and conversation will be especially developed through interviews with native speakers, oral presentations, and compositions related to Spanish cultural topics. In addition, new grammatical structures will be introduced and others already acquired by the student will be reinforced. These contents are intended to put into practice the four linguistic skills: oral expression, written expression, oral comprehension and written comprehension. Thus, the student will be able to acquire greater confidence and autonomy that will allow him/her to express him/herself fluently in Spanish.

Finally, the lexical domain will be expanded as well as the use of linguistic constructions of greater complexity with the objective that, at the end of the course, the student will be able to communicate effectively.

COMPETENCIES

The teaching approach of the course is learner-centered and competency-based. The course will aim to develop the following competencies:

General Competencies (GC):

Gc1: Participate in social interactions where the use of the Spanish language is necessary in a more advanced way, however not excessively complex.

GC2: To be able to deal with oral and written texts on topics related to their interests.

GC3: Develop and express a critical attitude to participate in formal oral contexts.

Specific competences (SE):

SCE1: Express opinions, desires, tastes and feelings orally and in writing.

SE2: To significantly improve communicative competence in Spanish.

SE3: Deepen the use of more advanced grammatical structures of the Spanish language.

TEACHING-LEARNING METHODOLOGY

Theoretical-practical lessons will be based mainly on the teacher's explanations and some practical exercises that the student will have to carry out with native Spanish speakers in the peninsular territory. The aim of this didactic model is to train the student for real communication - not only in oral but also in written communication - both in a formal context, such as the classroom, and in informal situations such as the street. Students will have to do some interviews in the street or other public places such as markets, transport or leisure centers whose information will be commented and presented in written and oral form in class. In this way, this course aims to reinforce the linguistic skills within the process of learning a second language, which are: listening, speaking, reading comprehension and writing.

PREPARATION FOR CLASS

For the best performance of the course, the student should arrive each day prepared to class, having done the homework assigned in the program. Work at home is very important as it will allow the student to anticipate the contents. It will be basically to do the oral and written practice exercises as well as the grammar exercises necessary for the learning of the subject. This task is key to follow the rhythm of the class, thus facilitating comprehension. With this way of working, it is intended that the student comes to class familiar with the contents with which we are going to work.

EVALUATION SYSTEM

The course will be evaluated trying to combine different evaluation systems, so that all students can develop their abilities. The student's continuous work will be the guiding criterion of the evaluation system. Consequently, the global evaluation will be based on the participation of the students in the theoretical-practical sessions; in the realization of exercises, works and written tests. The percentage of the grade assigned to each of the course sections will be as follows:

- **Participation**

It must be active, i.e., the student should not only ask questions but also make comments and actively participate in the exercises proposed in class both in group and individually. In addition, the student must read the texts assigned by the teacher and do the exercises related to the text. The student is expected to demonstrate maturity and responsibility in the classroom so that gestures, passive attitude such as sleeping in class, and having inappropriate behavior in the classroom may have a negative impact on the grade of this section.

The total percentage of this section is 15%.

- **Final assignment**

Each student will have to write an essay reflecting on his/her experiences in Spain during this month in order to give recommendations to future American students in Spain about schedules to follow, food and drinks to eat and drink, trips to take, cities to visit, monuments to see, etc.

The essay will be in digital format. The essays will be sent to the teacher by e-mail in a WORD file with the following characteristics:

- Font: Times New Roman
- Font size: 12 point
- Spacing: 1.5
- Length: 1-2 pages per text

The total percentage of this section is 15%.

- **Oral Presentation**

The student will have to make a formal oral presentation on the content of his/her final paper. The student must take into account the following sections:

- o Content and development: the student must make a well-structured presentation, making an introduction to the main topic whose information and ideas must be developed in a coherent and related way to end with a logical conclusion according to the research that has been carried out.
- o Specific language: The student must present his/her work using part of the lexicon used in class necessary to explain the contents of his/her research on the topic to be dealt with.
- o Body language: The student must show control over the content of the topic and the attention of the class. For this purpose, eye contact, intonation and body language are important. In order to develop

this section, it would be interesting for the class to participate in the presentation through comprehension exercises or questions related to the topic.

o **Audiovisual media:** It is very important that the student uses audiovisual media to make his oral presentation. The use of Power Point, postcards, photos, etc. is recommended. It is also very important not to read directly the information to be presented. Notes or support notes can be used but never a direct reading of the presentation.

The total percentage of this section is 10%.

- **Midterm Exam**

It will take place in the middle of the course. The mid-term exam will be on the topics studied up to that moment.

If the teacher detects copying or plagiarism in the exam, the student will receive a grade of zero and will not have the option of any type of recovery.

The total percentage of this section is 20%.

- **Final Exam**

It will be held at the end of the course. The final exam will deal with the contents studied from the partial exam to the end of the course.

If the teacher detects copying or plagiarism in the exam, the student will receive a grade of zero and will not have the option of any type of recovery.

The total percentage of this section is 20%.

- **Interviews, essays and oral presentations.**

Interviews, essays and presentations, which will be conducted in and out of the classroom and will be related to Spanish culture: its festivals, traditions, food and stereotypes among the American culture. The interview and compositions will be accompanied by classroom discussions and comments, the conclusion of which will be presented in the form of an oral presentation.

Note: If these assignments are not turned in by the due date, the student will receive one point less for each day late.

The total percentage of this section is 20%.

Plagiarism:

Research papers should state students' own ideas. The work of other writers or experts used to support students' ideas must be properly cited. Inappropriate use of someone else's text or work is considered plagiarism. Plagiarism is a violation of academic standards and may result in failure of the paper or even the subject for which the paper was written. In extreme cases it may result in expulsion from the program. Guidelines for writing the paper properly should be provided by the professor.

EVALUATION

The evaluation of this course is as follows:

| | |
|--|------|
| PARTICIPATION | 15 % |
| FINAL PAPER | 15 % |
| ORAL PRESENTACION | 10 % |
| MIDTERM EXAM | 20 % |
| FINAL EXAM | 20 % |
| INTERVIEWS, COMPOSITIONS AND PRESENTATIONS | 20 % |

ATTENDANCE

Class attendance is MANDATORY. If the student is absent more than the allowed limit (1 absence) in the summer program and (2 absences) in the fall and spring programs, his/her final grade will be reduced by 10 points for each absence that has not been excused by a doctor's note or by his/her Program Director. It will be the student's responsibility to individually prepare the material taught in class on the days he/she is absent..

STUDENTS WITH SPECIAL NEEDS

Students with special needs can contact Antonio Fernández: antonio.fernandezm@uah.es Instituto Franklin-UAH has the necessary measures in place to help those students who can prove, by means of a medical certificate, that they have special needs.

USE OF TECHNOLOGY IN THE CLASSROOM

Technology in the classroom is essential today. However, if used inappropriately, it can be detrimental to student learning. For example, checking email, chatting with other users, surfing the web for purposes other than class content, etc... Misuse of these tools can also distract other classmates, so only taking notes on the computer is allowed. For any other use, permission must be requested from the teacher.

PROGRAMA DE LAS CLASES

| CLASS MATERIAL | ASSIGNMENTS |
|---|--|
| <p>Explanation of the syllabus</p> <p>Differences between the United States and Spain</p> <p>Comparison between American and Spanish houses</p> <p>Ser vs estar</p> <p>Past perfect regular verbs</p> | |
| <p>Stores in Spain and opening hours</p> <p>Past perfect irregular verbs</p> <p>Asking for and giving advice with the indicative</p> | <p>Practice ser vs estar</p> <p>Practice preterite perfect-regular verbs</p> |
| <p>Differences in food: The Mediterranean diet</p> <p>Adjectives</p> <p>Imperfect past tense</p> <p>Mini-composition #1 in class</p> | <p>Practice preterite perfect irregular verbs</p> <p>The Mediterranean diet: Bring a Mediterranean food recipe to class and give advice on a healthy diet.</p> |
| <p>Expressing agreement and disagreement</p> <p>Past vs. imperfect</p> | <p>Working on mini-composition #1</p> |
| <p>Presentation on composition #1</p> <p>Discussion on the Mediterranean diet</p> | <p>Presentation and discussion</p> |
| <p>Popular festivals in Spain</p> <p>Direct and Indirect Object Pronouns</p> | <p>Interview: Researching popular festivals in Spain</p> |

| | |
|--|---|
| MIDTERM EXAM | |
| Spanish and American stereotypes Apologizing and accepting apologies Mini-composition #2 on popular festivals in Spain | Interview: Stereotypes Continue with mini-composition #2 Apologizing and accepting apologies |
| Discussion on stereotypes Past perfect past tense of the indicative tense Future simple | Presentation and discussion on stereotypes |
| Neighborhood life in Spain Present Subjunctive Mini-composition #3 about neighborhood life | Interview about neighborhood life in Spain List of differences between Spain and the United States |
| Presentation and discussion on neighborhood life The affirmative and negative imperative | Continue with mini-composition #3 |
| ORAL PRESENTATION | |
| FINAL EXAM | |

WE SPEAK ONLY IN SPANISH

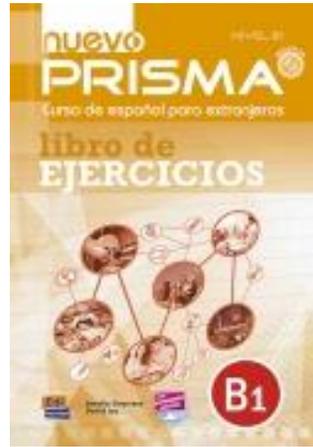
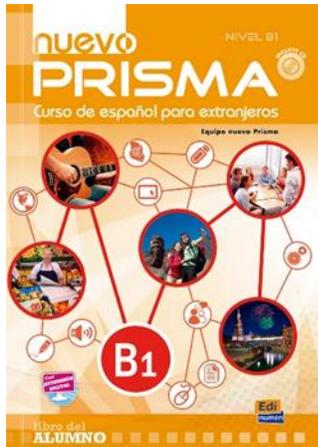
In the class we will only speak in Spanish. The use of English in the class would prevent the total immersion of the student in the Spanish learning process. In addition, it is important to emphasize that in order to understand and enjoy the class we ask you to make an additional effort to adapt the terminology with the sole purpose of familiarizing yourself with the characteristic languages of the subject. For a better understanding of the class we recommend a high level of Spanish.

BIBLIOGRAPHY.

MANDATORY TEXTBOOK

Nuevo Prisma. Curso de español para extranjeros B1. Libro del alumno. Editorial Edinumen

Nuevo Prisma. Curso de español para extranjeros B1. Libro de ejercicios. Editorial Edinumen



MANDATORY READING BOOK

Los fantasmas del palacio de Linares. Manuel Rebollar Barro (Lecturas en español de ENIGMA Y MISTERIO)
Editorial Edinumen.



WEBGRAFÍA

Gramática de la lengua española <https://marcoele.com/gramatica-b/>

Diccionario de la lengua española <http://www.rae.es/recursos/diccionarios/drae>

Ejercicios de gramática <http://www.indiana.edu/~call/ejercicios.html>

Ejercicios de español para extranjeros <http://www.ver-taal.com/>

This syllabus is subject to change